Ideas to Consider When Converting Classes to Online Format

This is intended to be a supportive tool for faculty as they convert their classes to an online format. It offers some ideas for faculty to help to meet access requirements, eliminate or mitigate the need for accommodations, and set all students up for success. Many of these embrace Universal Design for Learning strategies and have worked for faculty in a variety of disciplines. Some students may still require academic accommodations such as American Sign Language Interpreters. More information is located at Disability Resources. *Distant Education has staff and resources for you as well* here.

Options to Consider

Syllabus

- Make your syllabus available to students prior to the start of class
- Include your contact information (email, phone, canvas) and how you will respond to students (how quickly you will respond to requests and hours that you are available online)
- Include information about what to do in the event of a power outage or loss of internet connection (particularly for testing)

Additional Resources: DE instructions to upload syllabus for students, Syllabus statements

Test Taking

- Provide alternate forms of assessment in lieu of traditional exams (projects, presentations, papers); give options for demonstrating knowledge
- Change the format of exams: shorter & more frequent instead of long exams, untimed or open book exam, set up auto-save during exams every 15 minutes
- Provide a study guide and information about the structure and content of the exam

Additional Resources: Alternative Assessment Formats

Note-Taking

- Be the note taker of record for your class: Provide your power point, lecture notes, outline or other context material to students
- Record and post the lecture to students
- Flip your classroom; provided lecture content first, then use class meeting to discuss/practice the lecture and material that you front-loaded already

Additional Resources: DE Information on flipping Classroom resources, Distance Ed website

Office Hours

- Clearly specify how you are providing office hours – Zoom, email, phone etc.
- Be clear how students can reach you. A google voice account makes calling and texting students easy without giving your personal phone number out.
- List your contact information in locations that are easy to find

Additional Resources: Google Voice

Class Discussions

- Provide the prompt for students ahead of time and suggest how they can prepare for the discussion
- Have written discussions posted in Canvas
- Provide a clear rubric of your expectations for the discussion and participation

Additional Resources: [Rubric Samples in Universal Design Toolkit](#)

Group Work

- Establish clear roles and grading
- Provide a rubric of your expectations of participation
- Tell students ahead of time so they can prepare for group work

Additional Resources: [How to set up Zoom Break-Out Rooms](#)